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directly to the technique of industrial analysis. The author states that the study was made "for the purpose of giving teachers and others interested in the education of employed youth detailed information in regard to the work performed by junior clerks in the general offices of a large railroad company, and in regard to the training necessary for their work" (p. 6). In Part I twenty varieties of work are analyzed, and four sets of facts are presented concerning each, viz., general facts concerning the job, duties, required knowledge arranged in instructional units, and promotional possibilities. Perhaps the most helpful suggestions appear in the "Instructional Units" for each of the jobs analyzed. These units are specific and teachable.

Part II presents in a brief but usable manner a series of background topics together with seven sample lesson-plans. For the most part these deal with subjects which might be included in the curricula of full-time schools, so fundamental is their relation to modern business and civic life.

The study is well worth scanning by school officials and is particularly valuable for vocational counselors and others upon whom may fall the task of outlining a program of study for youths preparing for clerical work. It will also be suggestive to those who are about to undertake analyses of other forms of industrial activities.

The origin and growth of language.—Language study, both foreign and English, consumes a larger proportion of the student's time as he goes through high school and college than any other subject of the curriculum. There has been a growing demand that this language work have a better historical background, that it be more unified, and that it be more largely motivated for the student. It is thought that a course in general linguistic development will meet this need. To satisfy this demand, Professors Scott and Carr have written a new type of textbook.¹

The book is for use in high schools, the authors stating that it may be used for an independent semester course or for several years in connection with the English courses. One wonders why it could not profitably be used in connection with foreign-language courses.

There are two general divisions in the treatment of the subject. First, there is the historical statement of the origin of language together with its various lines of development. This is related in a very simple and interesting manner. In the second division, the various factors that have brought about changes in language are presented. This is richly illustrated and of necessity becomes more technical; however, the authors have avoided becoming too technical for the accomplishment of their purpose. Language is the greatest tool for thinking. We need to become much more intelligent and efficient in its use. The student has a right to know the values of language study. Such

¹HARRY FLETCHER SCOTT and WILBERT LESTER CARR, *The Development of Language*. Chicago: Scott, Foresman & Co., 1921. Pp. 215.

a book as this, if properly handled by the teacher, will contribute much to such an end.

On the whole, this pioneer book is to be highly commended. However, there seems to be a slight repetition in chapters xii and xiii dealing with word changes. Chapter xvi on "World Languages" impresses one as not being quite adequate.

The great demand today is that the knowledge we give students shall function to a larger degree. Language work must be subjected to this test. This book is in the right direction toward meeting that demand.

L. W. WEBB

NORTHWESTERN UNIVERSITY

Latin texts with English supplementary reading.—The relatively small amount of Latin text which pupils usually read in the early years of the course necessarily leaves a very incomplete knowledge of the books from which material has been selected. Summaries given by the teacher are usually the only available means of extending the pupil's knowledge of the author beyond the narrow range of his own reading. A series of texts now being prepared by a number of teachers of the classics in England aims to meet this difficulty by giving selected chapters for translation and by providing an English version of the intervening passages.

Two recent volumes in this series present in this English-Latin form the last two books of *Caesar's Gallic War* and *Sallust's Jugurtha*. In the first volume¹ issued in accordance with this plan (Books IV and V of *Caesar's Gallic War*) it was stated that the editors proposed to translate about two pages of text for every page that was left in Latin. A somewhat larger proportion of Latin is given from Books VI and VII of *Caesar*, but the *Jugurtha*² is presented on approximately a two-to-one basis. The books of this series are provided with notes and vocabularies. An introduction to the *Caesar* selection, covering twenty-two pages, gives a sketch of Caesar's life and of the Roman military organization, while a briefer introduction to the *Jugurtha* deals with the life and literary work of Sallust, the country of Numidia, and political situations at Rome in the time of which Sallust wrote.

If teachers are willing to overlook the fact that the long vowels are unmarked in the Latin text, these books may find a place in American high schools in filling out a semester or a year in which the texts chosen for reading leave time for additional material.

H. F. SCOTT

OHIO UNIVERSITY

¹ R. W. LIVINGSTONE and C. E. FREEMAN, *Caesar's Gallic War, Books VI and VII*. Oxford, England: Clarendon Press, 1921. Pp. 159.

² H. E. BUTLER, *Sallust, The Jugurthine War*. Oxford, England: Clarendon Press, 1921. Pp. 151.